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ABSTRACT

The proposed formation of a Western Australian College of Advanced Education as a multi-campus reorganization of the existing five teachers colleges is examined, as are other options. The proposal is based on the 1976 Partridge Committee report, which claims that the autonomy of the five teachers colleges has resulted in unnecessary duplication, competition, and fragmentation of effort, and which advocates repeal of the Teacher Education Act of 1972. Issues concerning the size and nature of institutions and prospects of the teachers colleges, generally and individually, are considered. The administrative structure of the proposed College of Advanced Education, and other possible options and their academic and administrative implications are considered. Among the recommendations are the following: (1) the Teacher Education Act be repealed and the Western Australian Teacher Education Authority be disbanded; (2) new legislation be enacted to establish the colleges as independent self-governing institutions, subject to existing state legislation and the authority of the Western Australian Post Secondary Education Commission; and (3) the new legislation provide for certain changes in the responsibilities and composition of College Boards. Appended materials include extracts from the Teacher Education Act 1972-76, information on enrollments in colleges of advanced education in 1977, and a listing of approved courses at the colleges for 1978. (SW)

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REPORT ON
THE PROPOSED WESTERN
AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

WESTERN AUSTRALIAN
POST SECONDARY EDUCATION COMMISSION

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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INTRODUCTION

1. The formation of a W.A. College of Advanced Education is proposed in the 1976 Report of the Partridge Committee - *Post Secondary Education in Western Australia.* The report summarises the proposal in the following terms:-

> "The present situation in which the five teachers colleges have obtained substantial autonomy as members of the W.A. Teacher Education Authority has resulted in unnecessary duplication, competition and fragmentation of effort. Considering the potential student demand, the likely future demand for teachers and other graduates, and the problems of resource allocation, the Committee considers that it would be to the advantage of the Colleges themselves if they were to be reorganized as a multi-campus W.A. College of Advanced Education under a stronger central administration.
>
> *Recommendation 4.2*
>
> *We recommend that the Teacher Education Act, 1972, should be repealed and replaced by legislation to provide for the establishment of a multi-campus institution to be known as the Western Australian College of Advanced Education."*

The detailed discussion leading to this conclusion is contained in paragraphs 4.53 - 4.69 of the Partridge Report, most of which are quoted later in this report.

PROCEDURES

2. The Commission established a sub-committee of its Co-ordination Committee to make initial enquiries into this matter, and the sub-committee visited the five colleges during the first half of 1977. During this time the sub-committee circulated a statement of issues and invited submissions from interested parties. In addition, members of the public were invited, by way of press advertisement, to write to the Commission for statements of issues dealing with a number of proposals then under scrutiny by the Commission, including the related issues of the closure of one of the colleges - Graylands Teachers College - and the co-ordination of teacher education. A number of submissions was received. The names of organisations and individuals who made submissions are listed in Appendix 1.

3. The sub-committee then explored a range of solutions which it referred to the Co-ordination Committee for consideration. The Committee felt that it should defer a recommendation at that stage, particularly as much

pertinent information was beginning to emerge on a wide range of issues, including those closely related, and mentioned in the preceding paragraph. For example, in September, 1977, the Western Australian Government indicated its approval of a Commission recommendation that, as proposed in the Partridge Report, Graylands Teachers College be phased out. The Committee was aware also that the Western Australian Teacher Education Authority had initiated a study of the Partridge Committee's recommendations and this would not be completed until May 1978.

4. As 1978 progressed, however, it became apparent that some of this information would not be available readily; moreover, the need for a decision on the proposal became more urgent. Sufficient information was available to provide the necessary background. The W.A. Teacher Education Authority report became available in May 1978.

THE SETTING

5. The Teacher Education Act, 1972 provided for the establishment, as a self-governing system, of the new Western Australian Teacher Education Authority and the five existing teachers colleges, which had hitherto been within the jurisdiction of the Education Department of Western Australia. The Authority has a Council, and each college has a Board. Description of the objects and functions of these bodies constitutes the major part of the extracts from the Act appearing as Appendix 2. As indicated in paragraph 1 of this report, problems have arisen in the system with respect to the implementation of the Act, in particular, the role of the Authority.

6. Examination of Appendix 3 indicates that the colleges are wholly or predominantly involved in the preparation of teachers. Murdoch University, the University of Western Australia and the Western Australian Institute of Technology are also heavily involved in this field. As suggested in the next section of this report, significant diversification within each of the colleges in the foreseeable future may be difficult, particularly in the light of recent trends in the Australian economy.

7. The map appearing as Appendix 4 shows the location of the eight existing higher education institutions and locations which have been considered for possible future institutions. It will be seen that there is an imbalance in the geographical disposition of these institutions, especially with respect to the teachers colleges which, together with

the University of Western Australia, lie within a circle with a radius of approximately 3 kilometres. It is noteworthy that the only higher education institutions which exist outside the Perth area are parts of the Western Australian Institute of Technology, are located at Kalgoorlie and Muresk, and do not offer courses in teacher education. It is considered that a new, substantial institution is unlikely to emerge outside these three areas in the foreseeable future.

8. As far as the size of the five colleges (in terms of enrolments) is concerned, the figures in Appendix 5 reveal that, nationally, the colleges occupy a generally middle position. This applies whether they are viewed within the teachers college group or, more broadly, within the overall advanced education sector. In certain international contexts, however, they might all be considered small. This aspect will not be significantly affected by the phasing out of Graylands Teachers College by the end of 1979, an operation in which the students of the College will be distributed to Churchlands, Claremont and Mt. Lawley Teachers Colleges in the ratio of 33:17:50, respectively.

9. With respect to physical dimensions, the following table shows student enrolments, campus size and date of establishment of each college.

Aspect \ College	Churchlands T.C.	Claremont T.C.	Graylands T.C.	Mt. Lawley T.C.	WA Secondary T.C.
1. Enrolments					
1973					
Full-time	424	577	461	746	1610
Part-time					112
External					
Total	424	577	461	746	1722
1977					
Full-time	1107	607	474	849	1187
Part-time	703	285	132	221	765
External				477	
Total	1810	892	606	1547	1952
1978					
Full-time	1089	533	280	732	1038
Part-time	1083	383	58	490	968
External				563	34
Total	2172	916	338	1785	2040
2. Date of Establishment	1972	1902	1955	1970	1967
3. Size of site (hectares)	16	5	3	13	4

Source: Commission on Advanced Education Annual Statistical Surveys 1973, 1977 and 1978.

Note: The figures are in terms of individuals, and are preliminary for 1978.

It will be noted that the two most recent colleges have the largest sites. While these have limited scope for further building, they have permitted the development of substantial modern facilities. The same is basically true of the WA Secondary Teachers College, although the more restricted site has created problems and resulted in the construction of multi-storey buildings. In the case of the oldest College - Claremont - one substantial modern facility has been provided recently, although the College still retains a significant proportion of sub-standard teaching accommodation. It is unlikely, however, that additional facilities will be provided for the College in the near future, because of the restrictions imposed by Commonwealth funding.

THE COLLEGES IN THE FUTURE

10. Any decision on the future governance of the teachers colleges must take into account their likely developments in both the short and long term. These developments include such matters as the number and sizes of institutions, the nature of their educational program and the potentials for growth, particularly in the long term.

11. One of the major determinants of the size and structure of the various colleges is the future demand for teachers in Western Australia. Much of the available evidence relating to the demand for teachers, and hence to the size of pre-service teacher education programs, is equivocal. The Commission is undertaking a study of this matter in order to make recommendations on the levels of intake into pre-service courses. At the same time, a longer range study is looking at the nature of development of post-service courses for teachers, including both undergraduate and graduate degrees. The growth of enrolments in the latter type of program has been remarkable, indicating that the teacher education institutions have responded to the demand of teachers for further education in a very positive way. It can be anticipated that this demand is not likely to fall off and, in fact, is more likely to increase in the future.

12. It is possible, however, that a more detailed study of the demand for teachers will indicate that there should be a reduction in the intake into pre-service teacher education courses. Table 1 shows the size, in terms of student enrolments in 1978, of the various post secondary education institutions that offer teacher education courses. If intake levels into

pre-service teacher education courses had remained relatively constant over the last few years, then a reduction of, say, 20% in pre-service intakes in 1979 would result in time in a reduction of approximately 20% in total enrolments in pre-service courses. Table 2 shows the effect on 1978 enrolments of a 20% reduction in enrolments in pre-service teacher education courses assuming that the levels of enrolments in other courses remain unchanged. The actual effect of a 20% reduction in pre-service teacher education intakes in 1979 would be somewhat greater than indicated in the Table as there has been some decline in the level of pre-service intakes in the period 1976-78 and, consequently, the level of second and later year enrolments at the various institutions is somewhat higher in 1978 than it will be in the next few years.

TABLE 1

STUDENT ENROLMENTS AT UNIVERSITIES AND COLLEGES OF ADVANCED EDUCATION IN WESTERN AUSTRALIA, 30 APRIL, 1978.

INSTITUTION	ENROLMENTS					EFTS
	Teacher Education			Other	Grand Total	
	Pre-Service	Post Experience	Total			
Churchlands (d) (f)	1010 (a)	446	1456	838	2294 (a)	1753 (a)
Claremont (d) (f)	580 (a)	335 (a)	915	66	981 (a)	775 (a)
Mt Lawley (d) (f)	821 (a)	1228 (a)	2049		2049 (a)	1436 (a)
WASTC (d) (f)	1118 (b)	199	1317	692 (c)	2009	1397
WAIT (d) (f)	661 (e)	425	1086	10114	11200	8061
Murdoch (f)	353 (e)	228	581	1762	2343	1731
UWA	348 (e)	299	647	9110	9757	8177
TOTAL:	4891	3160	8051	22582	30633	23330

SOURCE: Institutions.

NOTES: (a) Students actually at Graylands in 1978 have been included in these figures. These students were allocated to the various colleges in proportion to the earlier allocation of the appropriate 1978 Graylands new intakes.

(b) Includes 30 part-time diploma in education students who are also enrolled at the University of WA.

(c) Includes 475 associated students who are enrolled for a degree course at another institution and are also enrolled for a program of professional teacher orientation based on school experience through the WA Secondary Teachers College.

(d) Second semester enrolments not included.

(e) The pre-service teacher education enrolments shown for the WAIT and the two universities relate to enrolments in education programs only, and do not include students enrolled for undergraduate courses in Arts, Science and other areas who will subsequently enter the teaching force after completion of a post graduate Diploma in Education.

(f) Preliminary figures.

TABLE 2

STUDENT ENROLMENTS AT UNIVERSITIES AND COLLEGES OF ADVANCED EDUCATION IN WESTERN AUSTRALIA BASED ON 1978 LEVELS OF ENROLMENT BUT WITH A 20% REDUCTION IN ENROLMENTS IN PRE-SERVICE TEACHER EDUCATION COURSES

INSTITUTION	ENROLMENTS					EFTS
	Teacher Education			Other	Grand Total	
	Pre-Service	Post Experience	Total			
Churchlands (f)	808[a]	446	1254	838	2092[a]	1554[a]
Claremont[d] (f)	464[a]	335[a]	799	66	865[a]	662[a]
Mt Lawley (f)	657[a]	1228[a]	1885		1885[a]	1272[a]
WASTC. (f)	894[b]	199	1093	692[c]	1785	1189
WAIT[d](f)	529[e]	425	954	10114	11068	7947
Murdoch (f)	282[e]	228	510	1762	2272	1666
UWA	278[e]	299	577	9110	9687	8117
TOTAL:	3912	3160	7072	22582	29654	22407

SOURCE: Table 1

NOTES : See Table 1.

13. The question of the relationship between the size of an institution and its viability is only meaningful when other questions are asked. For example, is the nature of the educational program which can be offered affected by size and at what point as an institution becomes smaller does the effect become serious? Similarly, what advantages accrue from decreasing size? Questions have been raised also about economies of scale. It has been asserted that the colleges are too small to provide a full scale of administrative support without a disproportionate expenditure of resources to do so. On both these questions empirical evidence is scarce and indeed, on the latter one, the colleges themselves have supplied evidence to the contrary, i.e., they claim that they are able to operate more economically as separate institutions. It must still be asked, however, if a reduction of the size of the institutions as a result of reduced intakes into the pre-service education program represents a serious weakness when considering the nature of the future organisation of the colleges.

14. It is desirable to examine the number and types of institutions to see if they offer a variety of teacher education courses rather than being all the same. Opinion would support the desirability of variety, and hence it should be taken into account before a decision is made to phase out a particular institution if it offers a different kind of program.

15. Another factor that may affect decisions about institutions concerns future policy as to the development of areas of study other than teacher education, especially if the policy encourages programs that cross the present sectoral boundaries. For example, a college which is authorised to develop programs in the technical and further education sector may raise a new perspective with respect to viable size as well as to the appropriateness of a particular administrative structure which might have been designed mainly for teacher education centred colleges. A good case can be made also for supporting the concept of a College as a community centre for formal and informal study.

16. Some of the colleges wish to develop in areas other than teacher education. Arts, secretarial studies, health sciences, liberal studies and the performing arts are among the various areas that have been mentioned. Special interest has been expressed in courses of particular relevance for local communities. While it is not clear at this stage whether any of these developments is likely to be approved, it is likely that pressure

from various quarters will result in the eventual diversification of at least some of the colleges. Such diversification is expected to be gradual, however, given the slowing down in the rate of growth of resources and the need to phase new developments in such a way as to avoid disruption to the institution concerned and to the post-secondary education system as a whole.

17. A particular issue arises with respect to the future of teacher education at Murdoch University. The University faces problems because of the difficulties associated with any marked degree of growth. Hence the School of Education represents a vital and important part of the University and perhaps this may warrant special consideration before any recommendation is made about the future of teacher education institutions. Similarly, the complete review of teacher education will need to look at the University of Western Australia and at the Western Australian Institute of Technology.

18. Factors associated with each of the various teachers colleges are relevant to a discussion of their future development.

Churchlands Teachers College

19. Churchlands Teachers College appears to be capable of significant growth and could continue to absorb the immediate demand for post-secondary education in the programs it teaches for an area north of Perth. While the College may be well located to service post-secondary education needs of the southern part of the North-West Corridor, it is not particularly well located to service needs in the northern part of the Corridor, where future development will be concentrated. In the near future it will be necessary for the Commission to consider the need for new post-secondary education facilities in this area, possibly within the Joondalup Sub-Regional Centre, where a site is available.

20. The initial diversification of the College into Business Studies was principally to cope with needs on an interim basis. Population growth in the Corridor is moving further north, away from the College, and suggests a need for a substantial post-secondary education institution in the northern part of the Corridor. The College will have a role to play in meeting this demand, but the nature of the role is not yet definitively foreseeable. However, it is clear that the present diversification of Churchlands is likely to continue, if perhaps slowly unless a major initiative enables it to develop into the Technical and Further Education area.

Claremont Teachers College

21. Questions have been asked about the future of Claremont Teachers College. It has been suggested that the problems associated with the future of the College relate to its small site, unsuitable buildings, parking, and the existence of other tertiary education institutions within the same geographical area. More recently the Commission, in its *Report on the Future of Graylands Teachers College*, indicated that there may be a need to review the College's future at some stage in the next few years because of factors mentioned above and because of the possibility of an oversupply of primary teachers in Western Australia over the next few years. However, it must be pointed out that the College has strong support for its long history and for its record.

22. Several basic issues underlie this concern about the future of Claremont Teachers College. Firstly, there are the abovementioned problems. Secondly, it has been suggested that there is a number of educational advantages associated with larger multi-purpose institutions. In particular, larger institutions are able to appoint a wider range of specialists who can make a significant contribution to the quality of education programs. In addition, multi-purpose institutions are better able to cope with fluctuating intakes as they can make up for short-falls or reduced quotas in one area by increasing their intakes in other areas. Further, it is often possible for students within multi-purpose institutions to avoid making career decisions at an early stage.

23. Thirdly, it has been argued that there are economies of scale associated with larger institutions. While these economies of scale may not necessarily result in larger institutions having a lower per capita student cost than smaller institutions, it may be that larger institutions are able to spend their funds more effectively and thus obtain greater benefits for their students and for the community as a whole.

24. A more comprehensive review of the future of teacher education and of particular institutions is being undertaken. For the purposes of the present report, it should be pointed out that the future viability of the College may depend on diversification so that the College will no longer be a single purpose institution. Even with a reduction in teacher education intake of 20% the teacher education enrolments appear to support a satisfactory pre-service program. Of course, it is also possible to divert some teacher education places from another institution to the College.

Mount Lawley Teachers College

25. The Partridge Committee came to the conclusion that Mount Lawley Teachers College offered the possibility of future growth and diversification. While this may be so, the College is not particularly well located to take advantage of future population growth in the North-West and Eastern Corridors. As indicated above, the needs of the North-West Corridor are expected to be met by Churchlands Teachers College in association with, or as part of a major post-secondary education institution. The needs of the Eastern Corridor will also be large as Midland is a signficant commercial centre. It may be necessary to establish a post-secondary educational facility in the Corridor, possibly within the Midland Sub-regional Centre, where negotiations for a site are proceeding. Such a development would impinge upon the development prospects of Mt. Lawley Teachers College.

WA Secondary Teachers College

26. It has been claimed that the restricted site of the Western Australian Secondary Teachers College precluded the possibility of anything more than minimal expansion and that, accordingly, it would continue to be essentially a single purpose teacher education college, with little further diversification.

27. Over a period of several years the College's relationship with the University of Western Australia has been discussed. A merger of the two institutions was examined in detail some years ago but was not effected. The College constitutes one of the four institutions in the State involved in the preparation of secondary teachers. Further study may be made of the possibilities of a cooperative, more formal relationship with the University in the future.

28. The secondary teacher education program offered at the College differs markedly from those available elsewhere. While it could be argued that other institutions in Western Australia could offer sufficient places, none provides the same kind of preparation - a preparation which seems to provide acceptable teachers. Nevertheless, there are some problems associated with size, especially when consideration is given to the many subject specialisations necessary for secondary teacher education.

29. The more comprehensive Commission investigation into the future of teacher education will examine these questions. For the present report it can be assumed that the College will continue for some time, largely in its existing form.

Summary

30. The Report so far has discussed a number of aspects concerning the size and nature of institutions and has examined the prospects of the teachers colleges, generally and individually. It has been suggested that even with reduced teacher education enrolments in pre-service courses the Colleges remain viable, although they would be strengthened by greater diversification. This development is more noticeable at Churchlands at present but could be encouraged at all institutions through the establishment of regional programs serving the areas around the colleges - and in the process spanning the present sections of advanced and technical and further education. Diversification of this kind is especially desirable at Claremont College. In the process of change as outlined some merging of institutions (or parts of institutions) could arise.

31. Hence for the time being it can be assumed that there will be five colleges of advanced education (four teachers colleges and WAIT) engaged in teacher education for some years to come. While the future is not completely clear at this stage, the picture as outlined facilitates an understanding of the system for which an administrative structure is being examined.

AN ADMINISTRATIVE STRUCTURE

The Proposed College of Advanced Education

32. At the moment the five teachers colleges are incorporated into a body entitled the "Western Australian Teacher Education Authority". The Authority is governed by a Council consisting of a Chairman appointed by the Governor and members representative of educational interests, the community, academic staff and students. The Authority has a Chief Executive Officer. The Council in in certain respects is subject to the Western Australian Post Secondary Education Commission and, of course, the Minister for Education. Each college is a body corporate with a Board consisting of members of the staff and students and representatives of the general community.

33. The concern for the administrative structure of the colleges arises from a recommendation of the Partridge Committee, hence it appears appropriate to quote at length from the Report of that Committee, particularly as it summarises the arguments that have been made for a change in the structure. Paras. 4.54, 4.55 and 4.56 summarise the present position as the Partridge Committee saw it :

"4.54 The Teacher Education Act sets out the statutory powers and duties of the Council and of the college boards. The Council has a number of powers in relation to the colleges. First, there are some powers which are subject to the powers of the Tertiary Education Commission. These include recommendations to the Minister or to the Tertiary Education Commission on the development of the colleges; recommendations concerning their financing, and general staffing policies; the co-ordination of the colleges' financial submissions; approval of courses of study and standards of admission; and the making of awards. Secondly, the powers *per se* of the Council include the delegation of powers to the colleges; the appointment of the most senior academic staff of the colleges; recommendations to the Minister concerning the conditions of employment of college staff; and the making of statutes regarding the colleges. Certain decisions of college boards are subject to the approval of the Council. These include the appointment of staff below senior levels, the provision of courses of teacher education, the provision of courses other than teacher education, the allocation of financial and other resources within the college and the provision of administrative services not provided by the Council.

4.55 It was, of course, one purpose of the Teacher Education Act to give to the colleges a greater measure of autonomy than they had previously enjoyed. However, we have found some uncertainty with regard to the kinds of independence the colleges actually possess. The Act iself leaves considerable scope for interpretation; while Section 8(c) says that one object of the Authority shall be "to promote the development of academic autonomy of each college", Section 20(i) says that "subject to the powers of the Tertiary Education Commission, the Council shall promote, develop and co-ordinate the operations of the constituent colleges and make recommendations to the Minister and the Commission on the future development of them and, in so doing, the Council shall at all times have regard to the desirability of delegation of authority to the constituent colleges to the fullest extent practicable". A power to co-ordinate operations implies limits to autonomy; and it is a matter for judgement at what point autonomy should be restricted in the interests of co-ordination. The evidence we have had suggests that, in practice, the balance has moved well over to the side of allowing the colleges very considerable independence.

4.56 Our study of the matter has led us to the conclusion that it would be advantageous to the college themselves, and to the sound development of post-secondary education in Western Australia, if central administration and co-ordination in relation to the five teachers colleges were strengthened."

34. The Committee went on to elaborate its reasons for suggesting a different structure and these were set out in paragraphs 4.59 and 4.60 of the Report.

"4.59 We have had evidence that suggests that there is already duplication that could be reduced or avoided. For example, under present arrangements the colleges are tending to build up administrative structures and personnel on a scale that is surely excessive and could be reduced by the strengthening of central administrative arrangements. On the five campuses, with a total enrolment of less than 6 000 students, there now appears to be 27 senior administrative posts of the rank of assistant vice-principal or above; and there are plans for the appointment of three more in 1976. There are five academic registrars at the rank of senior lecturer and five principal librarians also at the rank of senior lecturer It seems to us to be unnecessary and undesirable that such relatively small institutions should all be trying to cope with plans for building and the control of building operations. We would expect that, if the colleges continue to operate independently of one another, they will be in competition for expert specialist staff, both academic and non-academic; and academic staff will sometimes not be used to the best advantage because they will be limited to the teaching of relatively small numbers of students. We suspect that the degree of separateness that now characterizes the five colleges makes the administration of teacher education, and of other branches of teaching within the colleges, an unnecessarily time-consuming and cumbersome business. The planning and co-ordination of teacher education will require more effective central policy-making and direction than the W.A. Teacher Education Authority has so far been able to provide within the terms of the present legislation.

4.60 In the present situation there is a danger of excessive fragmentation and dispersion of education effort and resources that could affect educational quality and standards. On the other hand, if the colleges were linked together more closely than they are at present, this would open up obvious possibilities for academic co-operation and development. The colleges could develop certain courses jointly, could make freer use of each other's specialized staff and each other's facilities and resources. Movement of staff from campus to campus by promotion and in other ways, could be facilitated; and with a central administration with wider functions, the colleges could be relieved of many administrative burdens at present carried by the colleges separately."

35. The Committee recommended the formation of the Western Australian College of Advanced Education, with a governing Council which would have a major responsibility for the governance of the proposed College. A further paragraph,

namely 4.64, is relevant to an understanding of the nature of the proposal :

> "4.64 We do not wish to attempt to spell out the powers and duties of the boards of the campuses as we have described them. Perhaps the best arrangement would be to follow the practice of universities, where the Senate or Council has final formal authority over all matters concerning the operation of the institution, but by convention and by by-law extensive functions and duties are left in the hands of faculties and other academic boards. The functions of the Council would include decisions concerning proposed academic developments, courses and qualifications within the constituent campuses. All awards would be awards of the College. The Council would approve criteria for the admission of students; it would approve all appointments to academic and administrative staff; and all members of staff would be employees of the Council, which would determine salaries and other conditions of employment. Amongst the things which the Council might wish to delegate to campus boards might be the making of academic appointments below a certain level; but if, as in universities, the Council retained the formal responsibility for approving all academic appointments, the precise nature of the delegations could be determined by the institution itself to suit its own structure and character."

36. It should be further noted that the recommendation proposed that despite a centralisation of powers it was felt that there should be delegation to the Principals of the constituent campuses for control over academic affairs and that the whole proposal should be viewed in terms of the University-type model. The proposal also said that Principals of constituent campuses were important for co-ordination purposes and that the Boards of Colleges should consist only of staff and students, since community representation would be more appropriate at the Council level.

37. As has been mentioned already, the Commission sought submissions both from the public in general and from those who could be considered to have legitimate interests in the outcome of the issue. It must be said that very few of the submissions favoured the type of proposition put forward by the Partridge Committee. The majority of the colleges in their official submissions favoured independence of action and opposed strenuously any attempt to reduce the powers or the representativeness of their College Board. The colleges also objected strenuously to the accusation that they were building up their administrative staff excessively. In fact they quoted convincing figures to the effect that they were indeed operating at a lower level of administrative staff support when compared with many other colleges throughout Australia, especially in terms of the proportions at senior lecturer level and above. They pointed out also

a number of features which indicated that the existence of a central co-ordinated administration such as the present WATEA Council and staff led to duplication of effort, time delays and indeed unnecessary expense.

38. On the other hand, those supporting formation of a college with its proposal for greater centralisation emphasised the better co-ordination that would result and, in particular, the advantages in terms of staff movement from college to college. Special mention was made also of the need for smaller colleges to obtain some protection in the competition with the larger institutions and it was stated that this was more likely to occur in a federation of some kind.

39. There is some difficulty in trying to understand fully the implications of the proposal of the Partridge Committee. On the one hand, a logical interpretation of the proposals set out would lead to a highly centralised institution, with responsibility for policy development, both academically and otherwise, resting with the central staff and Council. Hence the statement that the Council should delegate to the Principals of Boards of the constituent campuses as much control over the academic affairs of the campus as is consistent with the Council being able to achieve the objectives for which it was established rings as somewhat hollow. Certainly, with respect to teaching methods and the use of local teaching resources the constituent colleges would have responsibility. Given this kind of interpretation, however, it becomes difficult to see the nature of a local campus. It would seem that the Deans of particular courses such as Teacher Education or Business Studies, as would be the case in Churchlands, become the chief figures in the implementation of the academic program. The Principal, surely, becomes simply an administrative facilitator concerned with such things as the allocation of classrooms, the care of grounds, the supervision of non-academic personnel, etc. Hence this would be a highly centralised institution indeed - with decentralisation appropriate not to campuses but to sections of campuses in relation to their academic program. Admittedly, in most colleges, teacher education is the major and often the only program in operation and hence the Principal might well be concerned completely in a Dean type capacity if the statement contained in the Partridge Committee Report is to be interpreted in this light.

40. On the other hand, a possible interpretation of the Partridge Committee recommendation is that much should be delegated to the campuses, including course proposal and development, staff appointments, and so on. In this case the proposition simply becomes a variation of the present situation of a

Western Australian Teacher Education Authority. All that is involved is a shuffling backwards or forwards of responsibilities depending upon a review and re-interpretation of the present arrangement.

41. All of this has led to the belief that it is necessary to go back almost to the beginning and to outline three possible positions which might represent prototype models for discussion purposes. In the discussion it would seem necessary to raise questions about the importance of institutional autonomy to the health of educational programs, about the role of the Western Australian Post Secondary Education Commission, about the minimum safeguards that might be necessary to ensure efficiency and economy and the relevance of changing institutional characters to the development of an administrative structure.

Possible Models

42. The various possible solutions fall essentially into three broad categories:

(i) "Option A"
Abolition of the WA Teacher Education Authority and its replacement by a single, multi-campus institution with the emphasis placed on centralised responsibility for all major policies.

(ii) "Option B"
Retention of the WA Teacher Education Authority, even if renamed, possibly with some adjustments to the respective responsibilities of the Commission, the Authority and its colleges. This would represent an adaptation of the present position.

(iii) "Option C"
Abolition of the WA Teacher Education Authority, leaving the colleges as independent institutions - possibly with some amendments to their relationships with the Western Australian Post Secondary Education Commission and/or the Minister.

43. At the outset it must be noted that the abovementioned options are not entirely discrete but they do represent three different philosophical positions. Nor are the options exhaustive. For example, an option involving one or more

tertiary (but not advanced) education institutions has not been mentioned. The three possibilities are useful for discussion purposes.

44. Consideration of the options must occur against specific backgrounds, in particular, the likely future configuration of higher education facilities in the State. Some discussion of this aspect has occurred in the preceding paragraphs. It appears that the most likely prospect for the early 1980's involves the two universities, the Western Australian Institute of Technology and four teachers colleges which may be diversifying. Further discussion in this Report is based on this assumption, but recognises the possibility of other developments. The merits and demerits of the various options are explored against this background, as are the academic and administrative implications.

Implications of Models

45. This section is concerned with describing how the various options operate in practice, at the "central office" level and at the local campus.

46. Option A

This situation is the most highly centralized and can be described as a single institution with branch campuses. In other words :

(i) the Commission would continue to perform its present functions in such areas as -
- . new courses
- . course accreditation
- . overall funding (recurrent and capital).

(ii) the WACAE would have a governing council, serviced by a Director and a central administration which would exercise control in such areas as -
- . course development and general academic leadership
- . global and detailed budgeting
- . major expenditure and capital works
- . certain common processes
- . enrolment and distribution of students
- . external relationships
- . appointment of staff
- . staffing establishment and conditions (within broad Commission policies).

(iii) the local campus would have no governing council, though possibly an advisory board; would be headed by an Administrative Principal with some minor support staff, and would be virtually independent in such areas as -

. teaching methods
. staff administration
. plant administration
. minor expenditure.

47. Option B

This is the existing situation. In other words :

(i) the Commission would continue to perform its present functions, as described in the preceding paragraph.

(ii) the WATEA would continue to have a governing council, with circumscribed powers (which could be varied), serviced by an Executive Officer, with some administrative support staff which would -

(a) perform certain processes; and

(b) exercise control, subject to Commission policy, in such areas as -
. course approval
. global budgeting
. staffing establishment and conditions.

(iii) the local campus would have a broadly based Board serviced by a Principal and a range of staff which would exercise control in such areas as :

. course development and general academic leadership
. detailed budgeting
. expenditure and capital works
. student enrolments
. teaching methods
. appointment of staff, except perhaps the most senior position(s)
. staffing establishment and conditions (subject to Commission policy).

48. Option C

This situation closely resembles that existing with respect to the roles of and relationship between the Commission and the WAIT. In other words :

(i) the Commission would continue to perform its present functions, as described in the preceding paragraph, but could also be more closely involved in certain planning and co-ordinating aspects.

(ii) each local campus would have a governing council similar to that of the WAIT, serviced by a Principal and administration, which would exercise control in a wide range of areas such as those listed in (ii) and (iii) of paragraph 46, i.e., virtually those currently applicable in respect of the WAIT.

It should be noted however, that while retaining this basic philosophical approach, it would be possible to vary responsibilities so that some greater co-ordination is exercised by the Commission and the Minister in certain key areas, e.g., staff establishments and staff conditions. Some variations in college governing structures are possible.

Merits and Demerits

49. By way of introduction, it is noted that to a certain extent the merits of some models are demerits of others.

Option A - The Proposed Multi-Campus College

50. Such an institution is seen as having a number of important advantages, particularly in times of restriction in enrolments and funding, when stronger control is required over such aspects as course development, building programs, fund allocation and staffing to ensure the most effective deployment of resources. More specifically, the following significant advantages are claimed:-

(i) There would be a reduction in undue competition which tends to be heightened when institutions are in the same general academic area, and the proposed college would be able to compete more effectively with other institutions.

(ii) The institution can respond more flexibly and with greater variety to changing demands by transferring resources appropriately among its campuses, so that the need, for example, to introduce a new course at the expense of an existing one may have a less serious impact.

(iii) Where appropriate, differing standards among campuses, particularly in resource provision, may be minimised.

(iv) Students would tend to have wider program options because they could move more readily from campus to campus.

(v) Existing resources could be deployed more readily, to the mutual advantage of the institution, the staff and the students.

(vi) Better management practices can be fostered through greater expertise residing within the central administration.

(vii) There would be less scope for unnecessary duplication of programs.

51. At the same time, the institution is seen as having several significant disadvantages : -

(i) Decentralisation of decision-making is often desirable. The proposed institution would restrict the autonomy of the individual campuses, and could reduce community participation at that level and have serious implications for their individual ethos, especially in certain instances of enforced transfer of staff, courses or students. Distribution of responsibilities could be a problem.

(ii) The institution would be atypical in the Australian situation, where it would become the third largest college of advanced education (after the Western Australian and Royal Melbourne Institutes of Technology). Moreover, multi-campus institutions in Australia have tended to be ephemeral. For example, all six university institutions which started as sub-campuses of another university were established in the period 1929 - 1963 and are today fully autonomous. It must be noted that they are located away from capital cities. Nevertheless, this has probably been significant in the fact that the six university institutions created from 1963 onwards, while mainly located in capital cities, have been autonomous from the beginning, except that one - Flinders - was a sub-campus for its first three years. In the advanced education sector, there are few comparable examples of multi-campus institutions.

(iii) As the colleges grow and diversify, as indeed they must, even if initially there is a standstill situation, it becomes increasingly difficult to see them as sitting comfortably within a large multi-campus institution. For example, even now Churchlands Teachers

College can claim to be a college of advanced education in a fuller sense since it does offer the Business Studies program in addition to Teacher Education. Similarly, another college could well diversify into the technical and further education area if the approach to institutional development becomes more flexible. A basic question arises, therefore, as to whether a centralised organisation can cope with the desirable diversification of its parts.

(iv) The size of the proposed college plus the additional complications of operating from many locations may indeed produce quite the opposite result from that which is claimed, namely, economy of scale and reduction of administration overhead. In one sense the criticisms of the present arrangement which some colleges claim leads to unnecessary duplication of effort could be perpetuated and indeed accentuated with a large centralised institution.

(v) It is difficult to see strong academic leadership being attracted to individual campuses other than as part of a particular School or Faculty. In addition, the full implications of a centralised institution would mean that, for example, there is one School of Teacher Education with multiple campuses at Churchlands, Mt. Lawley, Claremont and Secondary Teachers College. The alternative of having four different schools, each headed by a Dean, seems to be a negation of the original purposes of proposing a centralised college. The organisational issues involved are indeed extremely complicated, with a real danger existing that leadership at the local level becomes stultified, to the detriment both of teaching programs within the college and of the development of appropriate college/community relationships.

(vi) There seems little support in the colleges for a centralised institution of this kind. This is supported by the Report of the WA Teacher Education Authority (May 1978) which, among other things :

- quotes students as being concerned over unnecessary standardisation and rigidity that would result;

- denies that staff mobility would be improved or staff rights protected;
- stresses the need for staff to identify with one campus.

Option B - Continuation of the WA Teacher Education Authority

52. In its analysis (paragraph 4.55), the Partridge Report suggested that the Authority had allowed an imbalance to develop between its object of promoting academic autonomy and its duty to co-ordinate, to the detriment of the latter. It has been contended, however, to the Authority's favour, that this trend has been reversed more recently, and that the Authority could further enhance its co-ordinating role by centralising in many areas such as computing and accounting; certain library services; bulk purchasing; insurance; maintenance of vehicles and equipment; advertising; stores; transport; legal advice; security services; forward capital works planning; certain research and statistics.

53. The WATEA Report favours this option although the sub-committee which prepared the Report recommended considerable changes in the Authority's structure and method of operation to meet the many criticisms it received. It emphasised, however, the co-ordination and co-operation that have been developed - some of it centred on the colleges themselves.

54. On the other hand, the following significant disadvantages are foreseen if the Authority continues :

(i) It may prove difficult to strike and maintain an appropriate balance between autonomy and co-ordination. Much of the co-ordination already achieved has occurred effectively through the joint co-operation of the Principals of the colleges.

(ii) There will tend to be delays in decision-making and unnecessary duplication of resources, competition and fragmentation of effort.

(iii) The organisation is currently unique in Australia in that the five colleges are the only such institutions involved in two levels of formal co-ordination within a State, although it has been noted that such a situation could emerge in Victoria. The introduction of a two level co-ordination process at the Commonwealth level merely exacerbates this problem. It is possible that the colleges may not be viewed as truly tertiary level if this situation is not altered.

(iv) Co-ordination of teacher education activities at all post-secondary levels could be unduly complicated.

(v) The present costs of co-ordination, i.e., of WATEA and WAPSEC together, are probably excessive for the number of institutions involved. The combined budgets of these organisation for 1978 are expected to approach $700 000. A significant share of this amount could be transferred to college budgets.

Option C - Individual Autonomy

55. Again, it must be admitted that arguments are mainly subjective. It is claimed that the advantages are as follows :

(i) The colleges are reaching a level of maturity which should enable them to run their own affairs and to relate directly to the State co-ordinating authority, as already applies elsewhere in Australia.

(ii) An autonomous college is likely to be more responsive to the community around it.

(iii) A duplication of programs can be highly desirable if there is also diversity, as is the case with primary teacher education programs in Western Australia.

(iv) As the colleges diversify and introduce courses in other than teacher education, they are likely to be more flexible in meeting those demands if they are autonomous.

(v) The importance of academic and administrative leadership at the local level is more likely to be enhanced with autonomy and therefore colleges will be more likely to attract quality staff to senior positions. At the moment the colleges fall between two authorities - the WATEA Council and College Boards - and proper responsibility is confused.

(vi) In direct contrast with an argument put forward against autonomy the claim has been made that indeed it may be possible to reduce administrative costs by operating independent institutions, particularly as the cost of the central administration of WATEA could be saved in part. Some achievements through college level co-operation have been made already.

56. On the other hand, the arguments against local autonomy have been put forward in the paragraphs already quoted from the Partridge Committee Report. The important ones appear to be :

(i) The possibility of lack of co-ordination unless some organisation such as the Commission takes the responsibility.

(ii) There could be inadequate use of specialised resources of staff, equipment, etc.

(iii) Without due responsibility being exercised by colleges the overhead administrative costs could rise unnecessarily.

(iv) There could be restrictions on the flexibility of the movement of staff from campus to campus, whether on a daily basis or over much longer periods.

57. It is possible to see this option, that is, individual autonomy for colleges, being developed with some change in the role between the colleges and the Western Australian Post Secondary Education Commission to enable reasonable safeguards that the colleges would find acceptable to be included. Similarly, a development of this option might mean a review of the responsbilities and composition of the college governing boards to allow for the fact that the Western Australian Teacher Education Authority would no longer exist. The safeguards would involve adequate controls to ensure reasonable conformity in salaries and general conditions of service, adequate rationalisation of course offerings and optimal provision of transferability of credit for studies done by a student at one college who wishes to enrol at another.

58. The WATEA Report says (para. 5.6.5):

> "The Committee could not support the provision of complete autonomy to colleges and the phasing out of WATEA unless there were written safeguards to retain and further develop the very valuable levels of co-ordination between the colleges which have already been achieved."

CONCLUSIONS AND RECOMMENDATIONS

59. As is often the case, many of the issues involved in a decision of the type involved here are not subject to empirical analysis and cannot be solved solely by adding up the plusses and minuses. It is necessary to exercise a large degree of judgment and to rely on the collective wisdom of a number of people. For example, on the one hand considerable argument can

be developed in favour of economy of scale for a larger institution and yet it is by no means certain that such economies will ensue, particularly if that larger institution is dispersed over a number of campuses. In a similar way considerable advantages can be claimed for the importance of institutional autonomy without those benefits necessarily accruing to the system.

60. It is not considered that the arguments related to size of institutions, that is, the comparison of the large centralised institution with, say, four smaller institutions, have a great deal of merit. Three of the institutions, namely, Churchlands, Mt Lawley and Secondary, are large enough to develop for themselves a number of the advantages that size brings. It is true that Claremont Teachers College is smaller than might be appropriate.

61. It is certainly questionable that Western Australian institutions need a greater degree of co-ordination and supervision than exists in other states. Western Australia is the only State, despite the fact that it has only a small number of teachers colleges, which currently has co-ordination and supervision exercised by two bodies at two different levels, namely the Western Australian Teacher Education Authority and the Western Australian Post Secondary Education Commission (although recent legislation in Victoria appears to have done this). It follows that the overhead involved in such supervision must be excessive. It certainly has not been clearly demonstrated that formation of a Western Australian College of Advanced Education would reduce this overhead. The arguments put forward by the separate colleges opposing this proposition appear to have considerable substance in criticising the expense likely to be involved. They are demonstrating already that the colleges can co-operate as individual institutions and thus achieve some economies.

62. On balance, it would seem that the option of colleges having separate individual autonomy appears to have considerable advantage provided certain steps are taken to strengthen co-ordination, as will be outlined later. The advantages that appear likely to accrue are :

    (i) The intangible but real advantages associated with an institution being in control of its own destiny and being able to involve, therefore, staff at a local level of decision making;

    (ii) The importance of a strong relationship between the college and the local community in which participation by the community and

the provision of resources for community use appear more likely to develop with a real sense of participation;

(iii) Overall, with certain safeguards, administrative overhead costs will be reduced;

(iv) As colleges diversify and become possibly both multi-purpose and multi-level, greater flexibility could enable them to adapt to changing circumstances;

(v) Undue argument and political manoeuvring within a central council will be avoided;

(vi) Transition from the present position where senior staff were appointed with certain expectations will be considerably easier.

(vii) College Boards will know where they stand and will be required to accept full responsibility for their decisions.

63. While the above appears to be the most appropriate recommendation to put forward, it does appear that it is desirable to make suitable arrangements relating to the administration of individual institutions. In particular, there should be legislation covering certain aspects of the colleges' powers. The colleges should operate within general parameters in respect of staff conditions and staff establishment, determined in consultation with the Western Australian Post Secondary Education Commission. Furthermore, certain existing powers of approval of individual budgets and capital programs may need to be reviewed to enable the Commission to exercise its co-ordination function appropriately. Many of these aspects should be examined progressively, as implementation proceeds.

64. In addition, steps should be taken to change the powers and composition of the College Board since now it will be the final, independent authority responsible for the overall governance of the college. Consideration should be given to increasing external membership taking into account the regional as well as State responsibilities of the colleges. An independent chairman should be appointed. The college should be seen to be an independent governing authority not dominated by internal influence and this in the long run can only work to the advantage of the college itself.

65. The recommendation then is that the present WATEA organisation be disbanded and that, subject to certain safeguards already outlined, the colleges operate as self-governing institutions within the present structure of State and Commonwealth Government co-ordinating legislation.

66. The acceptance of the recommendation in paragraph 65 would mean the passing of a new State Act which would replace the existing Teacher Education Act. At the same time, that new Act should be drafted in such a way as to make possible the establishment by the Minister of new post-secondary institutions when necessary. These institutions might well be of a comprehensive multi-level type. A separate Report is being prepared on this matter.

67. It is suggested that the Government accept in principle the recommendations of the Report and authorise the Western Australian Post Secondary Education Commission to prepare supplementary recommendations, after consultation as appropriate, which will deal with the implementation of the proposals. Among other matters, these future recommendations should cover such matters as :

(i) a new Act;
(ii) the responsibilities and composition of College Boards;
(iii) the responsibilities of WAPSEC in the new situation;
(iv) co-operative and administrative relationships between Colleges; and
(v) the rights and interests of existing WATEA head office staff.

SUMMARY

68. *Hence it has been recommended that :*

(i) the Teacher Education Act be repealed and the Western Australian Teacher Education Authority be disbanded;

(ii) new legislation be enacted in the spring session of 1978 to establish the Colleges as independent self-governing institutions, subject to existing State legislation and the authority of the WAPSEC;

(iii) the new legislation provide for certain changes in the responsibilities and composition of College Boards; and

(iv) on acceptance in principle of the above, the Western Australian Post Secondary Education Commission, after consultation with appropriate groups, make recommendations on the new legislation and other changes, on co-operative relationships between Colleges and on the rights and interests of WATEA's head office staff.

SUBMISSIONS AND INTERVIEWS

Academic Staff Association of the Western Australian Teachers Colleges (Inc.)
Mr. G.G. Allen
Professor A. Beacham
Churchlands Teachers College
Mr. M. Cullen and Dr. B. Lawrence
Mr. B.H. Durston
Graylands Teachers College
Dr. D.A. Jecks
Mt. Lawley Teachers College
Mr. L.E. Pond
Mr. J.R. Prestage
State School Teachers Union of Western Australia
The University of Western Australia Academic Staff Association
Dr. R.L. Vickery
Western Australian Secondary Schools Principals' Association
Western Australian Secondary Teachers College
Western Australian Teacher Education Authority

TEACHER EDUCATION ACT, 1972-1976: SOME EXTRACTS

Objects of the WA Teacher Education Authority

8. The objects of the Authority shall include the following-

(a) to provide teacher education and where appropriate professional education in other fields to meet the needs of the community in general and enrolled students in particular;

(b) to foster the continuing development and improvement of teacher education in the State;

(c) to actively encourage the diversity of teacher education courses;

(d) to facilitate co-operation with other educational institutions and to that end provide for the affiliation of other institutions in the State concerned with teacher education;

(e) to promote the development of academic autonomy of each college;

(f) to organise, as soon as practicable, the control by each college of its own finances within allocations and general policies, approved by the Authority;

(g) to provide general administrative and co-ordinating services for the colleges; and

(h) to provide such facilities relating to the foregoing objects as the Council considers necessary or conducive to their attainment.

Constitution of the Council of the Authority

10. The Council shall consist of -

(a) the Chairman who until a date to be fixed by the Minister shall be appointed by the Governor on the recommendation of the Minister, and who thereafter shall be elected by the Council but who before being so elected need not be a member of the Council;

(b) five persons appointed by the Minister from institutions in the State employing teachers, three of whom shall be from institutions controlled or maintained by the Minister and two of whom shall be from a panel of names submitted by the Association of Independent Schools and the Catholic Education Commission;

(c) three persons who are for the time being Principals and who have been elected, in the prescribed manner, by Principals;

(d) four persons appointed by the Minister from teachers, two of whom shall be engaged in teaching in schools, and two of whom shall be members of and nominated by The State School Teachers' Union of Western Australia (Incorporated) but not necessarily engaged in teaching in schools.

(e) not less than two and not more than five persons appointed by the Minister, and being such persons as he considers, by reason of their qualifications, interest, or experience in teacher education, the general community, or otherwise would be capable of making a contribution to the functions, powers, and duties of the Council;

(f) the person for the time being appointed the chief executive officer of the Authority;

(g) three persons from the academic staff of the colleges elected, in the prescribed manner, by such staff;

(h) two persons who are enrolled students and who have been elected, in the prescribed manner, by enrolled students; and

(i) no more than two persons who may be co-opted and appointed by the Council.

Functions, powers and duties of the Authority Council

20. (1) Subject to the powers of the Tertiary Education Commission the Council shall promote, develop, and co-ordinate the operations of the constituent colleges and make recommendations to the Minister and to the Commission on the future development of them, and, in so doing, the Council shall at all times have regard to the desirability of delegation of authority to the constituent colleges to the fullest extent practicable.

(2) Without limiting the generality of subsection (1) of this section the Council -

(a) may approve standards of admission of students, and courses of study, and may make awards to successful students;

(b) may arrange with other institutions for the recognition of work done in those institutions towards awards of the Council and of work done in the constituent colleges towards the awards of other institutions;

(c) may arrange, by agreement with the persons controlling and maintaining institutions employing teachers, for enrolled students to obtain appropriate practical professional experience through the co-operation of those institutions, and on payment by the Authority to those persons of such fees as are specified in the agreement;

(d) may make recommendations to the Minister on the general policy to be implemented in relation to the terms and conditions of appointment and employment of staff of the Authority and of the constituent colleges;

(e) for the purpose of facilitating co-operation in teacher education, may admit other institutions providing teacher education as affiliated institutions and may arrange for the Authority to be affiliated with other institutions;

(f) may provide where appropriate central administrative and other services to facilitate the operation of the constituent colleges and may, if the Council thinks fit, do likewise for any affiliated institution on request from the governing body of that institution;

(g) may co-ordinate submissions from the colleges relating to their financial programmes and make recommendations to the appropriate authorities on their financial needs and for the development of those colleges and may, if the Council thinks fit, do likewise for any affiliated institution on request from the governing body of that institution;

(h) may disburse to the constituent colleges or expend on such activities related to the objects of the Authority, as the Council thinks fit, any funds made available to the Authority; and

(i) determine the fees to be charged for courses of study or instruction in the constituent colleges, and examinations and awards of the Authority or those colleges, and for such other facilities and privileges, of whatever kind, provided by the Authority or those colleges.

Objects of the Colleges

36. Subject to the general policy determined by the Council, the objects of a college shall include providing teacher education courses, and such other courses as may be established from time to time, for such awards of the Council as the Council approves, and being responsible for the internal operations of the college in so providing.

Constitution of College Boards

38. (1) A Board of a college -

(a) shall, subject to paragraph (b) of this subsection, be constituted in accordance with the rules of the college; and

(b) shall consist of -

(i) the Principal who shall be the Chairman of the Board;
(ii) the Vice Principal and Deputy Vice Principal of the college;
(iii) five persons from the academic and other staff of the college elected by such staff in accordance with those rules but so that at least one person so elected shall be from the other staff of the college;
(iv) not less than one person and not more than two persons from the enrolled students of the college elected by such students in accordance with those rules;
(v) four persons from the general community appointed in accordance with those rules; and
(vi) four persons appointed by the Minister, and being such persons as he considers, by reason of their qualifications, interest, or experience in teacher education, the general community, or otherwise would be capable of making a contribution to the functions, powers and duties of the Board.

Functions, powers and duties of College Boards

47. Subject to the general policy determined by the Council, a Board -

(a) shall provide courses of teacher education and such other courses as may be established from time to time for such awards of the Council as the Council approves;
(b) may admit students to courses in the college;
(c) shall foster the general welfare of staff and enrolled students of the college and the development of those students;
(d) shall cause to be prepared and submitted to the Council, as and when required by the Council, proposals for the development of the college and the financial programme relating to that development;
(e) shall allocate financial and other resources within the college;
(f) may provide such administrative services for the college as are necessary or desirable, and are not provided by the Council;
(g) shall furnish a report to the Council on the activities of the college not later than three months after the 31st day of each December; and
(h) may do all other things necessary or convenient to be done for or in connection with the exercise of its functions.

Principal and senior academic staff of Colleges

49. (1) The Council shall appoint a person to be Principal of a college and the Principal shall be the chief executive officer and chief academic officer of the college.

(2) The Council shall appoint the two most senior members of the academic staff of a college below the Principal.

Other staff and employees of Colleges

50. Subject to this Act, a Board may appoint such other staff or employees of its college as the Board thinks fit for the purposes of this Act subject to the approval of the Council.

50A. Notwithstanding section 50, for the purposes of the Industrial Arbitration Act, 1912 and any award or industrial agreement thereunder, the Council is the employer of the staff and employees of a college, but the salaries and wages payable to members of the staff and employees, and all other remuneration, allowances and amounts payable to members of the staff and employees under the terms and conditions of their service or in connection with their service, shall be paid out of the funds available to the Board of that college.

Terms and conditions of appointment and employment

51. (1) Subject to any relevant award or industrial agreement under the Industrial Arbitration Act, 1912 and subject to subsection (2), the terms and conditions of appointment and employment of staff or employees of a college, including the salary payable, are such terms and conditions as the Minister, on the recommendation of the Council, approves.

(2) Where the Minister, after consultation with the Public Service Board, considers that a person appointed under section 50, other than a member of the academic staff, is in like employment with a college to any employment in the Public Service of the State, that person shall have like terms and conditions of employment with the college to those in the employment in the Public Service of the State.

APPENDIX 3.

Approved Courses at WA Teacher Education Authority Colleges for 1978

College / Course	Churchlands T.C.	Claremont T.C.	Graylands T.C.	Mt. Lawley T.C.	WA Secondary T.C.
Graduate Diploma	Remedial Education (17)	Primary Education (39) Reading Education (36)		Art Education(15) Educational Technology(9) Intercultural Studies(45) Physical Education(25) Special Education(34)	(a) Education (160) Recreation (13)
Bachelor's Degree	Business(529) (b) Primary Education(121) (b) Early Childhood Education(17)			(b) Primary Education (237)	(b) Secondary Education(100) (c) Secondary Education(95)
Diploma	Primary Teaching (762) Early Childhood Teaching(187)	Primary Teaching(618)	Primary Teaching(309)	Primary Teaching(936)	Secondary Teaching(882)
Associate Diploma		Health Education(33)			Library Media (55) Recreation (73)

Source: Advanced Education Council Annual Statistical Survey, 1978
( ) enrolments in terms of equivalent full-time students, based on preliminary figures.

Notes:

(a) Includes 30 part-time Diploma in Education students who are also enrolled at the University of W.A.

(b) One-year post-experience course.

(c) Represents 475 associated students who are enrolled for a degree course at another institution and are also enrolled for a program of professional teacher orientation based on school experience through the WA Secondary Teachers College.

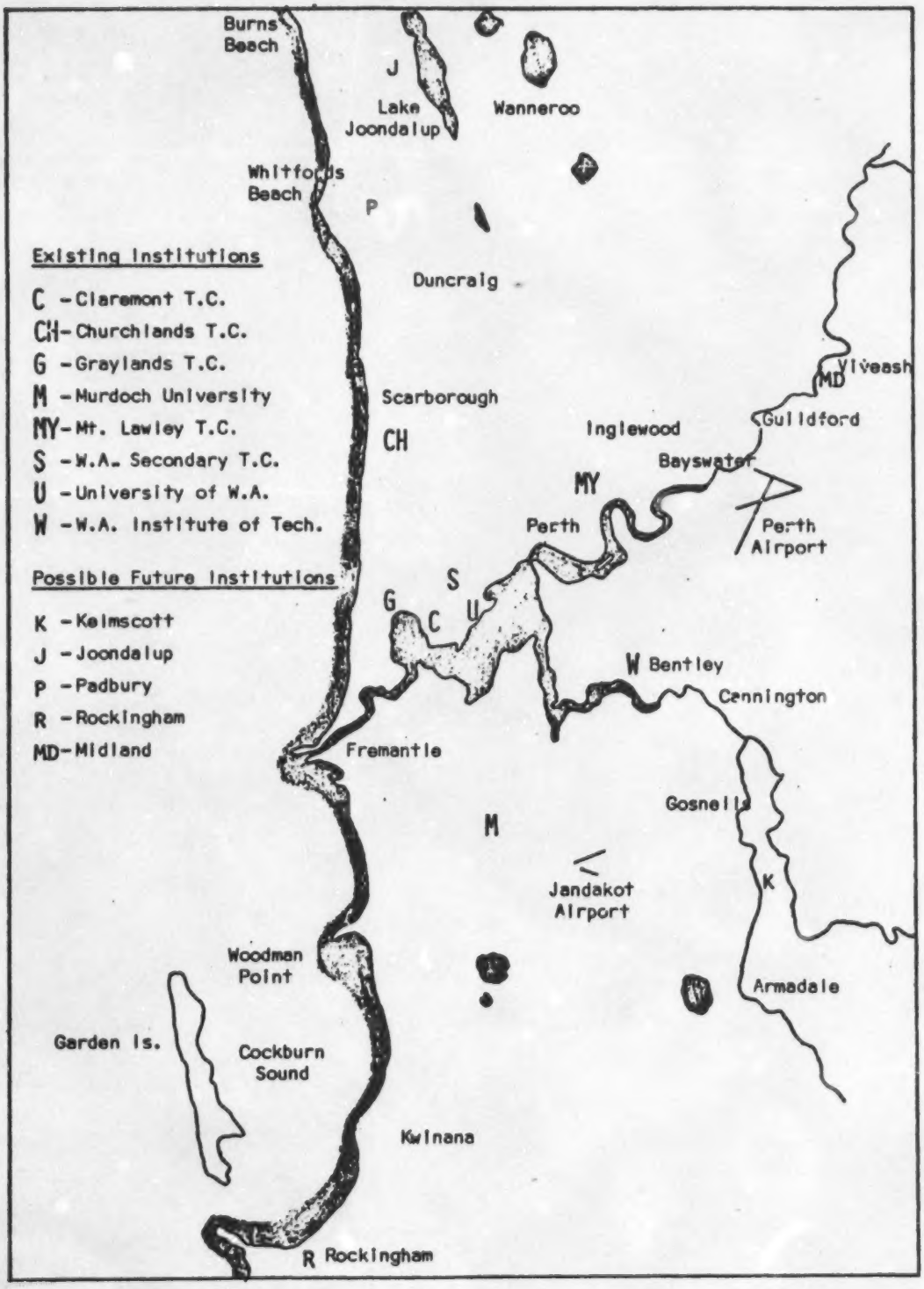
MAP SHOWING LOCATIONS OF

EXISTING COLLEGES OF ADVANCED EDUCATION AND UNIVERSITIES

AND

POSSIBLE NEW MAJOR POST-SECONDARY EDUCATION INSTITUTIONS

PERTH METROPOLITAN REGION



Enrolments in Colleges of Advanced Education, 1977

New South Wales		Victoria		Queensland	
NSW Institute of Technology	6,561	Victoria Institute of Colleges		Queensland I.T.	5,587
*Mitchell	3,230	Royal Melbourne	10,915	*Darling Downs	2,677
Sydney T.C.	3,023	Swinburne	4,744	Kelvin Grove	2,545
*Riverina	2,942	Caulfield	4,396	Mt. Gravatt	1,746
Newcastle	2,468	Footscray	2,416	*Capricornia	1,685
Kuring-gai	2,034	*Bendigo	2,063	North Brisbane	1,217
*Armidale	1,473	Preston	1,872	*Townsville	734
Alexander Mackie	1,328	*Ballarat	1,792	*Qld. Agricultural Coll.	615
Wollongong	1,200	*Gippsland	1,719	Brisbane Kindergarten T.C.	525
Cumberland Coll. of Health Sciences	1,145	Prahran	1,536	Conservatorium of Music	222
Nepean	959	Lincoln Inst. of Health Sciences	1,032	Total	17,553
*Goulburn	951	*Warnambool	990	South Australia	
Catholic T.C.	896	Victorian Coll. of Pharmacy	382	South Australian I.T.	5,002
*Northern Rivers	742	Victorian Coll. of Arts	263	Torrens	3,146
Hawkesbury Agric. College	575	College of Nursing	250	Adelaide	1,945
Conservatorium of Music	496	Sub-total	34,370	Murray Park	1,736
Milperra	488	State College of Victoria		Sturt	1,550
Sydney College of Arts	462	Melbourne	4,169	Salisbury	1,411
Catholic Coll. of Education	392	Rusden	2,133	Kingston	465
The Guild T.C.	356	Burwood	1,617	Roseworthy Agr. Coll.	288
Sydney Kindergarten T.C.	356	Toorak	1,555	Total	15,543
Nursery School T.C.	247	Hawthorn	1,502	Tasmania	
Good Samaritan	235	Coburg	1,429		
*Orange Agricultural College	140	Inst. of Catholic Education	1,076	Tasmanian	2,742
Total	32,699	Frankston	1,070	Australian Capital Territory	
		Inst. of Early Childhood Dev.	809	Canberra	4,733
Western Australia		Sub-total	15,360		
Western Australian I.T.	11,086	Total	49,730		
WA Secondary T.C.	1,952				
Churchlands T.C.	1,810				
Mt. Lawley T.C.	1,547				
Claremont T.C.	892				
Graylands T.C.	606				
Total	17,893				

* non-metropolitan institution

Source: Commonwealth Tertiary Education Commission: Recommendations for 1978

Note: Enrolments are in terms of individuals.